

Rakegate Primary School



RWI
(Read, write Inc.)

March 2019

Rakegate Primary School

RWI Policy 2019

Contents:

- Introduction
- 1. Aims and objectives
- 2. Teaching and learning style
- 3. Curriculum planning
- 4. Resources
- 5. Provision
- 7. Assessment
- 8. Equal opportunities
- 8. SEN

Introduction

Rakegate Primary School believes that the use of a systematic, synthetic phonic programme is essential in the development of reading and is keen to promote the teaching and learning of RWI within the school curriculum.

1. Aims and Objectives

Read, Write, Inc. Phonics is an inclusive literacy program for all children learning to read. Through synthetic phonics children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

Effective Phonics teaching and learning is essential for high attainment in reading and writing. Additionally, confidence with phonics is integral across the curriculum and used in all subjects. Achievement in this area benefits every area of pupils' development and the school as a whole. Therefore, in order to promote the effective progress of children within reading and across the whole curriculum Rakegate Primary school uses RWI to provide a clear and consistent inclusive teaching scheme for phonics.

We aim to help our pupils to:

- apply the skill of blending phonemes to read words.
- segment words into their constituent phonemes to spell words.
- learn that blending and segmenting words are reversible processes.
- read high frequency words that do not conform to regular phonic patterns.
- read texts and words that are within their phonic capabilities as early as possible.
- decode texts effortlessly so all their resources can be used to comprehend what they read.
- spell effortlessly so that all their resources can be directed towards composing their writing.

2. Teaching and Learning Style

Read Write Inc is based on 5 Ps.

- Praise - Children learn quickly in a positive climate.
- Pace - Good pace is essential to the lesson.
- Purpose - Every part of the lesson has a specific purpose.
- Passion - this is a very prescriptive programme. It is the energy, enthusiasm, and passion that teachers put into the lesson that brings the teaching and learning to life.
- Participation - A strong feature of Read Write Inc lessons is partner work and the partners 'teaching' each other.

Teaching of RWI will.

- be pitched at the correct level for each child, ensuring every child is sufficiently challenged while able to make clear progress.
- excite and stimulate children through active learning in which they enjoy achieving and progressing.
- use phonics, reading and writing skills together to connect and support each of these aspects.
- encourage consistency of teaching and learning across the school in this area.
- accelerate children's literacy learning leading to improvements in attainment, both in relation to the Phonics

3. Curriculum Planning

Planning for Read Write Inc is completed with support from handbooks, taking into account the individual needs of each group. This planning identifies the phonics, ditties or storybooks and activities for the sessions targeted at the current attainment of children. Lessons follow set routines, ensuring consistency across groups. Support staff are responsible for planning for their Read Write Inc groups, with support from teachers and the Read Write Inc manager as required. Support staff are given preparation time for their planning.

4. Resources

All RWI rooms will contain a range of RWI resources which must include a speed sounds chart, large and small phonic cards, green words and red words all pitched to the level of the group.

In addition, staff have access to a range of other resources including extra sound cards, green and red words, get writing books and reading books which are all contained within the cupboard located in the staffroom.

5. Provision

Provision varies between year groups and phases.

Early Years Foundation Stages (EYFS)

In the EYFS, children receive a specific Read Write Inc session 3 times per week as well as daily speed sounds practice within classes. In Nursery timings of sessions are at the teacher's discretion given the age of the children and sessions are included within 3 English lessons a week. In Reception 3 x 30 min small group sessions are carried out per week. They are led either by a class teacher or by a trained member of support staff. Reception children are assessed at least once per half term.

Key Stage 1

Within year 1, phonics sessions take place daily from 9.00 - 9.30am. Children are streamed into attainment groups to make sure teaching and learning is at the correct level for their current achievement. In addition to this children from year 2 identified by teaching staff as requiring additional phonics support also access RWI teaching during these sessions. Groups are led by class teachers and trained members of our support staff. KS1 children are assessed at least once per half term.

6. Assessment

Children are informally assessed throughout every lesson through teacher observation and movement across RWI groups is fluid.

Teachers assess how children:

- Recognise and say the sounds
- Read the green and red word lists
- Decode the ditty/story
- Comprehend the story

Formal assessment is completed at least once per half-term. This checks individual children's ability to recognise and say each sound and blend and say real and nonsense words. This assessment is then used to place children in groups with other children at a similar stage to them. In a further addition to which Year 1 children are formally tested using the Year 1 Phonics screening test 3 times per year. (September, March, and June)

7. Equal Opportunities

All children will be given equal access to RWI irrespective of race, gender, creed, level of ability or nationality.

8. SEND

SEND pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is pitched to the speed of progress of each group. 1:1 tuition will be identified by the RWI lead if required.

Signed: _____ (Headteacher)

Signed: _____ (Chair of Governors)

Date: _____